

A C Moore Elementary

333 Etiwan Dr.

Columbia, South Carolina

| | | |
|-----------------------|-----------------------------|--------------|
| Grades | PK-5 Elementary School | |
| Enrollment | 337 Students | |
| Principal | Dr. Chantelle Baker-Parnell | 803-343-2910 |
| Superintendent | Dr. Percy A. Mack | 803-231-7500 |
| Board Chair | Vince Ford | 803-231-7556 |

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

| YEAR | ABSOLUTE RATING | GROWTH RATING |
|-------------|-----------------|----------------|
| 2009 | Average | Average |
| 2008 | Average | Average |
| 2007 | Average | Good |
| 2006 | Average | Below Average |
| 2005 | Average | At-Risk |

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

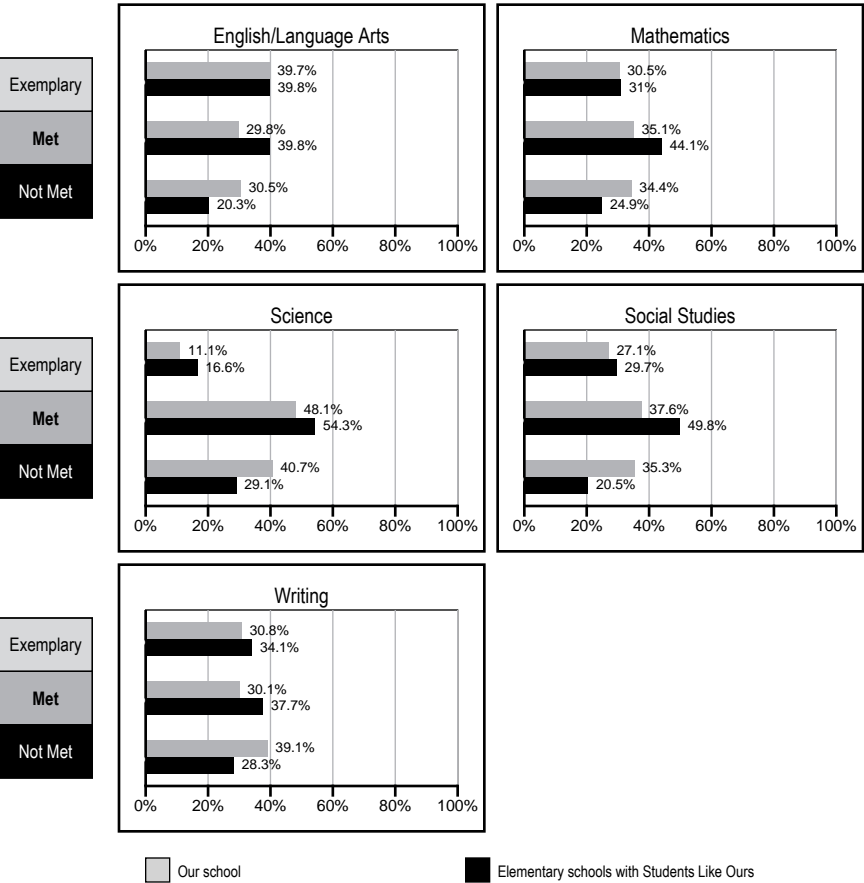
96.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

| | | | | |
|-----------|------|---------|---------------|---------|
| Excellent | Good | Average | Below Average | At-Risk |
| 6 | 29 | 51 | 2 | 0 |

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

| | |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met | "Met" means the student met the grade level standard. |
| Not Met | "Not Met" means that the student did not meet the grade level standard. |

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n=337) | | | | |
| First graders who attended full-day kindergarten | 100.0% | No Change | 100.0% | 100.0% |
| Retention rate | 1.9% | Down from 2.6% | 1.9% | 1.9% |
| Attendance rate | 95.8% | Down from 96.4% | 96.2% | 96.3% |
| Eligible for gifted and talented | 22.0% | Down from 32.6% | 11.0% | 10.0% |
| With disabilities other than speech | 10.0% | Down from 11.3% | 8.6% | 7.7% |
| Older than usual for grade | 0.4% | Down from 0.9% | 0.4% | 0.5% |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 0.3% | Down from 1.3% | 0.0% | 0.0% |
| Teachers (n=27) | | | | |
| Teachers with advanced degrees | 66.7% | Up from 58.6% | 59.0% | 59.4% |
| Continuing contract teachers | 85.2% | Up from 65.5% | 84.4% | 80.0% |
| Teachers with emergency or provisional certificates | 0.0% | Down from 4.0% | 0.0% | 0.0% |
| Teachers returning from previous year | 89.9% | Up from 88.4% | 86.6% | 85.9% |
| Teacher attendance rate | 95.1% | Up from 94.8% | 95.3% | 95.1% |
| Average teacher salary* | \$52,319 | Up 7.8% | \$46,979 | \$47,149 |
| Professional development days/teacher | 13.2 days | Up from 11.7 days | 11.7 days | 11.1 days |
| School | | | | |
| Principal's years at school | 2.0 | Up from 1.0 | 4.0 | 4.0 |
| Student-teacher ratio in core subjects | 20.4 to 1 | Up from 16.0 to 1 | 19.1 to 1 | 18.8 to 1 |
| Prime instructional time | 88.8% | Down from 89.0% | 90.4% | 90.4% |
| Opportunities in the arts | Good | No Change | Good | Good |
| SACS accreditation | Yes | No Change | Yes | Yes |
| Parents attending conferences | 92.5% | Down from 93.5% | 100.0% | 100.0% |
| Character development program | Good | Down from Excellent | Excellent | Excellent |
| Dollars spent per pupil** | \$9,539 | Up 9.3% | \$7,131 | \$7,458 |
| Percent of expenditures for instruction** | 79.2% | Down from 81.1% | 68.3% | 68.8% |
| Percent of expenditures for teacher salaries** | 75.3% | Down from 76.5% | 64.1% | 63.2% |

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

A.C. Moore Elementary is located in the heart of Columbia, just minutes away from the State House and the University of South Carolina (USC). We are an award-winning school with a diverse population. Students from 18 countries who speak 14 languages attend our school and receive support through the English for Speakers of Other Languages program. We are a Red Carpet School and a 2008 recipient of the Palmetto Silver Award.

The staff, parents, and community have helped to provide an academic environment that is conducive to learning. The vision of AC Moore Elementary School, in collaboration with an engaged community, is committed to ensuring each learner achieves his/her potential in a safe, caring, creative, academically challenging, and diverse learning environment that will develop citizens for a changing world. In order to reach this vision, goals were formulated at the beginning of the school year to examine opportunities of improvement in all facets of student learning.

Our pursuit of increasing student achievement continued this year with integrating arts into the curriculum. Professional development in the arts was offered to teachers throughout the year. Arts integration and arts enhancements were done with special-area teachers, grade-level performances, artists-in-resident programs, and performances throughout the year. The integration of technology also continued as a focus for the school. All third- through fifth-grade teachers, and the music and art classrooms, have electronic whiteboards. Our goal is to expand this technology to all kindergarten through second-grade teachers.

A.C. Moore Elementary School continued its partnership with the University of South Carolina to serve as a training institution for college interns. We worked with several interns throughout the school year to help provide a service to the surrounding community. In addition to this partnership, we were very fortunate this year to have a university professor provide professional development training for our teachers and work with our students monthly. We are proud of this partnership and have plans to continue and expand both programs in the future.

Students at A.C. Moore Elementary School have access to a number of afterschool activities and programs. Students have the opportunity to participate in our Afterschool Comprehensive Remediation program and to increase participation in the arts through dance, drama, art club, mosaic club, and chorus. In addition, students participate in the Bobcat Morning News Program, Safety Patrol, and Student Council.

In the future, A.C. Moore Elementary School will continue to focus on increasing student achievement in all academic areas and increasing participation in the performing arts for all students. With the continued support and participation from our staff, parents, and community, we can address these opportunities for improvement. This will help ensure that our students will become lifelong learners and responsible, productive members of society.

L. Chantelle Baker-Parnell, Ph.D, Principal
Jim Evatt, SIC Chair

Evaluations by Teachers, Students and Parents

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 25 | 46 | 11 |
| Percent satisfied with learning environment | 80.0% | 93.5% | 100.0% |
| Percent satisfied with social and physical environment | 100.0% | 93.5% | 100.0% |
| Percent satisfied with school-home relations | 100.0% | 93.5% | 90.9% |

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

| School Improvement Key | |
|------------------------|---|
| NI | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice. |
| CSI | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services. |
| CA | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action. |
| RP | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services. |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay." |
| HOLD | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold." |

Teacher Quality and Student Attendance

| | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers | 1.2% | 1.7% |
| Classes in high poverty schools not taught by highly qualified teachers | 3.3% | 5.8% |

| | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0% | 0.0% | Yes |
| Student attendance rate | 95.8% | 94.0%* | Yes |

* Or greater than last year

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|
|--|----------------------------------|----------|-----------|-------|-------------|-------------------------------|---------------------------------|------------------------------|------------------------------|--------------------------------|

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 145 | 100 | 30.5 | 29.8 | 39.7 | 79.4 | 78.6 | 82.8 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 75 | 100 | 34.8 | 34.8 | 30.4 | 72.5 | 74.4 | 79.3 | N/A | N/A |
| Female | 70 | 100 | 25.8 | 24.2 | 50 | 87.1 | 82.8 | 86.5 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 64 | 100 | 22.4 | 24.1 | 53.4 | 87.9 | 93.7 | 89.5 | Yes | Yes |
| African American | 60 | 100 | 42.6 | 29.6 | 27.8 | 64.8 | 74.6 | 73.7 | Yes | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 93.1 | 92.3 | I/S | I/S |
| Hispanic | 14 | 100 | 30.8 | 53.8 | 15.4 | 92.3 | 80.5 | 76.5 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 69.2 | 82.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 30 | 100 | 71.4 | 10.7 | 17.9 | 46.4 | 51.2 | 52 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 66.1 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | 25 | 45 | 30 | 90 | 77.9 | 75.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 87 | 100 | 37.7 | 35.1 | 27.3 | 72.7 | 74.1 | 75.5 | Yes | Yes |

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

| | | | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students | 145 | 100 | 34.4 | 35.1 | 30.5 | 73.3 | 70.3 | 78.9 | Yes | Yes |
| Gender | | | | | | | | | | |
| Male | 75 | 100 | 36.2 | 34.8 | 29 | 71 | 67.8 | 77 | N/A | N/A |
| Female | 70 | 100 | 32.3 | 35.5 | 32.3 | 75.8 | 72.7 | 80.9 | N/A | N/A |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 64 | 100 | 22.4 | 36.2 | 41.4 | 81 | 89.9 | 87.2 | Yes | Yes |
| African American | 60 | 100 | 51.9 | 33.3 | 14.8 | 59.3 | 64.6 | 66.7 | Yes | Yes |
| Asian/Pacific Islander | 7 | I/S | I/S | I/S | I/S | I/S | 94.5 | 93 | I/S | I/S |
| Hispanic | 14 | 100 | 30.8 | 46.2 | 23.1 | 84.6 | 79.4 | 76 | I/S | I/S |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 76.9 | 79.5 | I/S | I/S |
| Disability Status | | | | | | | | | | |
| Disabled | 30 | 100 | 85.7 | 10.7 | 3.6 | 25 | 36.5 | 45.5 | I/S | I/S |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 75.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 22 | 100 | 25 | 35 | 40 | 85 | 79.7 | 76.1 | I/S | I/S |
| Socio-Economic Status | | | | | | | | | | |
| Subsided meals | 87 | 100 | 46.8 | 37.7 | 15.6 | 64.9 | 64 | 70.2 | Yes | Yes |

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| Science | | | | | | | | |
| All Students | 91 | 100 | 40.7 | 48.1 | 11.1 | 59.3 | 58.1 | 67.5 |
| Gender | | | | | | | | |
| Male | 48 | 100 | 51.2 | 41.9 | 7 | 48.8 | 57 | 67 |
| Female | 43 | 100 | 28.9 | 55.3 | 15.8 | 71.1 | 59.1 | 68 |
| Racial/Ethnic Group | | | | | | | | |
| White | 39 | 100 | 32.4 | 52.9 | 14.7 | 67.6 | 85.9 | 79.5 |
| African American | 37 | 100 | 54.5 | 42.4 | 3 | 45.5 | 50.8 | 50.3 |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | 60.7 | 84.3 |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 58.8 | 60.7 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 71.2 |
| Disability Status | | | | | | | | |
| Disabled | 16 | 100 | 80 | 13.3 | 6.7 | 20 | 27.5 | 35.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 46.1 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 15 | 100 | 35.7 | 50 | 14.3 | 64.3 | 53.2 | 59.6 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 54 | 100 | 54.3 | 41.3 | 4.3 | 45.7 | 49.1 | 55.1 |

Social Studies

| | | | | | | | | |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students | 93 | 100 | 35.3 | 37.6 | 27.1 | 64.7 | 65.2 | 72.3 |
| Gender | | | | | | | | |
| Male | 49 | 100 | 37 | 37 | 26.1 | 63 | 63.1 | 71.5 |
| Female | 44 | 100 | 33.3 | 38.5 | 28.2 | 66.7 | 67.2 | 73.2 |
| Racial/Ethnic Group | | | | | | | | |
| White | 40 | 100 | 19.4 | 44.4 | 36.1 | 80.6 | 87.9 | 80.7 |
| African American | 39 | 100 | 61.1 | 25 | 13.9 | 38.9 | 59.3 | 60 |
| Asian/Pacific Islander | 4 | I/S | I/S | I/S | I/S | I/S | 87.9 | 88.5 |
| Hispanic | 10 | I/S | I/S | I/S | I/S | I/S | 63.5 | 68 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | I/S | 72.2 |
| Disability Status | | | | | | | | |
| Disabled | 19 | 100 | 66.7 | 27.8 | 5.6 | 33.3 | 36.4 | 43.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 50.7 |
| English Proficiency | | | | | | | | |
| Limited English Proficient | 16 | 100 | 7.1 | 57.1 | 35.7 | 92.9 | 63.6 | 67.9 |
| Socio-Economic Status | | | | | | | | |
| Subsided meals | 56 | 100 | 47.1 | 29.4 | 23.5 | 52.9 | 58 | 62.1 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

| | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary | District % Met or Exemplary | State % Met or Exemplary | School Attendance Rate | District Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing | | | | | | | | | | |
| All Students | 148 | 99.3 | 38.6 | 30.3 | 31.1 | 61.4 | 63.9 | 70.2 | 95.8 | 95.9 |
| Gender | | | | | | | | | | |
| Male | 78 | 98.7 | 50 | 28.6 | 21.4 | 50 | 55.8 | 63.2 | 95.7 | 95.7 |
| Female | 70 | 100 | 25.8 | 32.3 | 41.9 | 74.2 | 71.9 | 77.5 | 95.8 | 96.2 |
| Racial/Ethnic Group | | | | | | | | | | |
| White | 66 | 98.5 | 30.5 | 30.5 | 39 | 69.5 | 86.2 | 79.1 | 95.5 | 96 |
| African American | 60 | 100 | 53.7 | 22.2 | 24.1 | 46.3 | 58 | 57.6 | 95.3 | 95.9 |
| Asian/Pacific Islander | 8 | I/S | I/S | I/S | I/S | I/S | 81.9 | 86.2 | 95.6 | 96.4 |
| Hispanic | 14 | 100 | 23.1 | 61.5 | 15.4 | 76.9 | 63.8 | 62.6 | 97.6 | 95.9 |
| American Indian/Alaskan | N/A | N/AV | N/A | N/A | N/A | N/A | 84.6 | 68.7 | N/A | 94 |
| Disability Status | | | | | | | | | | |
| Disabled | 32 | 100 | N/AV | N/AV | N/AV | 13.3 | 22.3 | 26.1 | 94.8 | 95 |
| Migrant Status | | | | | | | | | | |
| Migrant | N/A | N/AV | N/A | N/A | N/A | N/A | N/A | 54.7 | N/A | N/A |
| English Proficiency | | | | | | | | | | |
| Limited English Proficient | 23 | 100 | 25 | 50 | 25 | 75 | 61.2 | 61.2 | 97.3 | 96.2 |
| Socio-Economic Status | | | | | | | | | | |
| Subsidized meals | 86 | 100 | 51.3 | 28.9 | 19.7 | 48.7 | 56.7 | 58.9 | 95.5 | 95.7 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

| | Grade | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts | | | | | | | |
| 2009 | 3 | 49 | 100 | 34.1 | 18.2 | 47.7 | 65.9 |
| | 4 | 39 | 100 | 31.4 | 37.1 | 31.4 | 68.6 |
| | 5 | 57 | 100 | 26.9 | 34.6 | 38.5 | 73.1 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | |
| 2009 | 3 | 49 | 100 | 47.7 | 22.7 | 29.5 | 52.3 |
| | 4 | 39 | 100 | 20 | 51.4 | 28.6 | 80 |
| | 5 | 57 | 100 | 32.7 | 34.6 | 32.7 | 67.3 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Science | | | | | | | |
| 2009 | 3 | 24 | 100 | 47.6 | 33.3 | 19 | 52.4 |
| | 4 | 39 | 100 | 40 | 57.1 | 2.9 | 60 |
| | 5 | 28 | 100 | 36 | 48 | 16 | 64 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Social Studies | | | | | | | |
| 2009 | 3 | 25 | 100 | 26.1 | 34.8 | 39.1 | 73.9 |
| | 4 | 39 | 100 | 31.4 | 48.6 | 20 | 68.6 |
| | 5 | 29 | 100 | 48.1 | 25.9 | 25.9 | 51.9 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |
| Writing | | | | | | | |
| 2009 | 3 | 50 | 100 | 42.2 | 17.8 | 40 | 57.8 |
| | 4 | 41 | 97.6 | 31.4 | 45.7 | 22.9 | 68.6 |
| | 5 | 57 | 100 | 40.4 | 30.8 | 28.8 | 59.6 |
| | 6 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 7 | N/A | N/AV | N/A | N/A | N/A | N/A |
| | 8 | N/A | N/AV | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample